

In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:

1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the

goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The Dalarna University (DU) Strategy for 2020-2026, adopted in December 2019, emphasizes the need for an intensified international cooperation in teaching and research, both physically and virtually. The strategy identifies seven central quality aspects, one of these is internationalisation. The strategy identifies global perspectives and intercultural understanding as one of the foundations of quality and sees increasing the numbers, and engagement, of international students, researchers and teachers at the university as necessary to contribute to global perspectives and intercultural understanding within the university. The strategy stipulates that our education will be designed to include elements that contribute to an increased global perspective and increased intercultural understanding.

Central to the established strategy is the continued development of **cohesive and complete academic environments**. In a cohesive academic environment, teachers and researchers work together in closely related subjects, complementing each other's knowledge and competence, always with the needs of education and research at centre. The cohesiveness of the environment will develop from the intellectual cohesiveness that exists within teams of teachers and researchers in relation to those demands posed by the programmes, courses, and research. These environments should have good and established national and international networks that contribute to strengthening and developing the quality of education and research. Each cohesive and complete academic environment should strive to establish strategic, long-term partnerships with relevant foreign educational institutions.

Dalarna University is a modern university; over 60% of our educational offering is net-based and we enrol students who participate interactively in real-time education while living in some 90 countries around the world. On the other hand, this is also a small university that enrolls a large number of students who live within a two hours radius of the university, that is to say, many of our students are locals, who will benefit from an international study environment.

Our aim is to enhance the quality of our education and study environment, with staff that are more knowledgeable, competent in their field of expertise, and well-prepared students. The Erasmus+ programme is very important and our main tool for participation in international projects, networks, and exchange/mobility activities.

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:
https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The DU internationalization strategy promotes both intercultural meetings and globalization of curricula, with a strong emphasis towards implementing the Sustainable Development Goals. We want to make sure that cooperation with partner universities will promote intercultural communication, awareness and competence through teacher and student exchange as well as within the confines of research cooperation.

Dalarna University has created a unique net-based learning environment in which students are able to work together at a national and international level. Over 60 percent of our students study in net-based courses, many of them from other parts of the world. The international environment is also created by offering programmes with English as language of instruction, on and off campus. Currently DU offers several degree programmes at bachelor and master's level and hundreds of courses taught in English. All education is adapted to the Bologna process and in line with the ECTS standards.

We aim at offering a modern and inspiring study environment, both on-campus and online, with high quality and individualized support to students before, during and after exchange studies. Through collaborations with HE institutions in other countries, staff and students are given the opportunity to further broaden their perspectives, which contributes to increased cultural understanding between individuals. DU has a long history of working with partner institutions all over the world and has participated in the Erasmus programme since the very start. Part of our strategy is to increase partnerships with countries in Asia, Latin America and Africa where we have already initiated several projects.

International co-operation proposals derive from academics, and the Erasmus agreements is the responsibility of the Schools/Faculties, where the expertise is found. The Schools will create an action plan and decide which partner universities they need to fulfil the organisation's goals.

DU will choose its partners according to three criteria: common interests within education and research as part of our quality development, recruitment opportunities and the approach to other cultures. Our most important objectives are

Mobility of higher education students and staff:

Academic and non-academic staff mobility. Teaching staff is very important as facilitators, they inspire students to participate in exchange. Our goal is to integrate teaching missions in a systematic way in the regular academic activities of the respective Schools, as a way to enhance teaching quality and to create knowledge networks. International experience will be introduced as a merit for teaching staff, and as a valuable activity for non-teaching staff.

Students. Our goal is to give all DU students the opportunity to gain experience abroad, be it in a study semester, a placement, or an excursion week. Students are encouraged to go abroad in order to learn about the international dimensions of their

future profession, to enhance their language skills and work prospects, in addition to developing a sense of global citizenship. Furthermore, DU develops the curricula aimed at giving students who will not go abroad an international dimension (Internationalisation at Home). The participation of foreign students and staff in lectures will further contribute to an international classroom environment.

Blended mobility. DU is a nationally leading **net-based institution**, well acquainted with online education and blended mobility. It is therefore very interesting that the notion of blended mobility has been introduced in the Erasmus programme. Digital literacy is a human right and we look forward to the possibility to work with international partners in this regard. We will expand this concept further, through the development of new virtual and blended mobility courses. We intend increasing the number of joint seminars with our international partners. This is something which is very interesting for our organisation as a whole and for students who, for different reasons, cannot stay away from home for long.

Partnerships for Cooperation and exchanges of practices/Innovation:

Strategic Partnerships. One of our main objectives is to create long-lasting and continuous Strategic Partnerships, where education and research cooperation will lay the ground for development of programmes which will enhance innovation and talent; this is as an important part of our quality work.

Development of short programmes and project course modules. We want to facilitate mobility and international cooperation for students who are unable to stay away from home for a long time, DU will develop short and intensive programmes, especially together with Nordic partners. We aim at developing international project courses together with our partners within different subject areas, for example engineering.

Double degrees. Dalarna University intends to join in some partnerships where the fundamental goal is to develop joint educational (double degree or 3+1) programmes.

By developing extensive international networks of colleagues, we will be able to mutually increase learning and understanding that comes from participating in an international academic exchange. We believe that one must be open enough to learn from others and flexible enough to implement what one has learned, as part of our quality development. The Erasmus+ programme will play an important role in order to reach these objectives.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Dalarna University is a small institution with global ambitions. Participation in the Erasmus programme gives us access to international students and staff in order to enrich our study environment and promote intercultural understanding among our many local students who may be unable to study abroad. Consequently, we view international staff and students as an important key to developing a successful university.

Our institution has the ambition to increase the number of graduates from different educational, economical, and ethnical backgrounds and to provide high quality education where curriculum development should include global perspectives. Furthermore, we aim at giving all our graduates the possibility to participate in exchange activities in our different partner universities. Both European and non-European contacts are increasingly important, and the ambition is that international aspects in a natural way shall permeate all education and research activities of the University. The University works hard to strengthen the connections with enterprises, research centres and the region. We aim to boost cooperative and dynamic activities in class through net-based studies, where we excel, and which we will develop further through international partnerships.

The expected impact on individuals, who get the possibility to join in transnational environments, and the institution, is considerable. We envision our students to become global citizens who will work for a good society; individuals with a democratic view who can relate to and understand the European dimension. Our academics are committed pedagogues on a pedagogical mission; our education will improve, and students will be more satisfied with their studies.

Our targets:

DU education will be designed to include elements that contribute to an increased global perspective and increased intercultural understanding. This is a continuous process which includes development of Intended Learning Outcomes.

- Quantitative indicator: estimated 30 % of degree programmes will be assessed by 2026

Increase the number of students who study international courses on campus and as exchange students

- Quantitative indicator: annual evaluation

Increase the number of PhD students who participate in exchange

- Quantitative indicator: annual evaluation

Increase the number of course modules which involve virtual mobility and blended learning

- Quantitative indicator: one per degree programme by 2026

Strengthen our bonds with international partners to create joint programmes

- Quantitative indicator: two joint programmes by 2026

Create training possibilities in cooperation with the region and international partners

- Quantitative indicator: one international internship network by 2026

Enlarge the Master studies catalogue

- Quantitative indicator: three additional international master's programmes by 2026

Create strategic partnerships with international institutions and companies

- Quantitative indicator: one per cohesive and complete academic environment

Raise the percentage of doctoral thesis with a European mention (European Doctorate)

- Quantitative indicator: To be decided by research coordinators

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new principles

Please explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff. Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

DU is a public non-profit HE institution aiming at giving all citizens equal opportunities to access higher education. Equal access to education and social inclusion is fundamental in Sweden; tuition is free of charge and all students have access to governmental study funding (loans and grants), which they also can keep during studies abroad. We publish Calls for Participation in student and staff exchange in a transparent way on the DU website and intranet and in information meetings held by programme coordinators and Study & career counsellors, on and off campus. Funding principles apply in an equal way to all applicants, regardless of their socioeconomic background, gender, nationality, or other issues. As a public HE institution we are not allowed to register any of these factors, except gender, in our student administrative database, and we do not ask for this information when students or staff apply for funding. Students who apply for an exchange period within Erasmus automatically receive the grant (it is regarded as part of the application for an exchange or internship period, and no extra application is needed)

The stipends are granted according to the recommended fixed amounts in the appropriate Call, and students can ask for extra funding if needed. Students with disabilities can apply for extra funding and incoming disabled students will receive adequate support provided we have been informed beforehand. Stipends for staff is automatically sent to the respective department, where it will be used to cover the expenses of the mobile staff member. Staff will this way avoid personal financial loss during exchange, the employer takes all responsibility. Students and staff who have previously not been on exchange will be selected in the first place.

DU works in line with Swedish rules and regulations; we have established policy documents for diversity, gender equality and inclusion as well as widened participation, and we implement accordingly. A large portion of our students come from non-academic backgrounds or are second generation immigrants, and inclusion is a very important issue in our organisation. These topics are handled and monitored in the DU Council for Sustainable Development. The Council is common to the university with the task to encourage development of initiatives and formulate sustainability goals for the organisation, which naturally include equity, social and economic inclusion.

All university premises are adapted to increase ease of access for people with disabilities and the Coordinator for Students with Disabilities offer advice. The Student Union is an independent association, which represents student matters that concern education monitoring, learning and student welfare, including equal access. Dalarna University is socially committed and responds to local and regional developments through cooperation projects, aimed at for example immigrants and new Swedes.

Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to

students. Please refer to the timeline indicated on the European Student Card Initiative website².

We welcome the European Card Initiative as an important tool to facilitate international mobility, both for students and institutions. We have closely followed the development for the past years, have participated in test versions of Mobility Tool and the EMREX pilot in Sweden, we are well prepared and ready to participate.

For the time being signing of international cooperation agreements is centralized, and hard copies are used, even if we send all documents via e-mail. By 2021 we will decentralize the preparation of Erasmus cooperation agreements to the faculties and introduce the online IIA as standard. Provided the Erasmus Dashboard is fully functional it will be used as from **1 August 2020**. In case we need to connect Erasmus Dashboard to our existing administrative tools, we aim to do so by 1st January 2021.

Learning Agreements: we have been signing online LA:s for incoming students for some time, and encourage our outgoing students to use the online version. We are ready to use online LA in Erasmus Dashboard for outgoing and incoming students today. **May 2020**

Online nominations – provided the Erasmus Dashboard will be functional, we plan to use it **from 2022**

Transcripts of records- we have already participated in the Emrex pilot and if the transfer of study results is functional **by 2023** will use this function. Most Swedish HE institutions use one common student administrative system and we are depending on the fact that the Swedish Ladok consortium successfully can integrate their system with Erasmus Dashboard or other tools, and that it is easy to use.

Our admitted students can already now access the course material since it is possible to register online and have access to the course room prior to mobility. All our students do themselves print out their certificates from the student administrative database, including Transcripts of Records.

The Erasmus app is promoted during information sessions and from our web pages where students find information about exchange possibilities. We provide links to the Erasmus app on our website and ask students to use it.

Please explain how your institutions will implement and promote environmentally friendly practices in the context of the Erasmus+ programme.

Our institution is strongly committed to environmental challenges and aim at promoting and implementing environmentally friendly practices in all our activities in the whole organisation. The DU Council for Sustainable Development, gives advice and recommendations to the organisation within its competencies (environment, internationalisation and diversity issues). The council engages both students and staff in the environmental actions and welcome student initiatives, in cooperation with the Dalarna Student Union, one of these is the suggestion to start a Green office. The university is very digitalized, 64 % of students study online and we are constantly developing this concept, we would like to see less paper and more digital solutions, for example.

² https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

General recommendations apply to everybody; reuse as much as possible, shop second hand, recycle, eat less meat, eat local, save energy, go by bike, use public transport, take care of the nature and choose locations that are easily accessible by public transport. Reflect on the consequences of your own behaviour and your approach towards the environment- the concept of self-formation (Bildung) is part of our strategy. We strive for a conscious student body and ask students to take these recommendations with them when they go on exchange.

Geographical mobility is obviously at the heart of the Erasmus programme, travelling, which may be biggest environmental challenge, cannot be avoided if participants are going to have an experience abroad.

1. Students are encouraged to avoid going by flights and will receive extra funding from OS-funding if they choose other means of transportation. Going by train/interrail is also a very nice way of discovering Europe on the way to the destination, this is something we would like to encourage.
2. Staff members must abide by the university's travel policy, which aims at cutting CO2-emissions, travel by airplane should be avoided if possible, especially if the participant plan in the event of a short exchange period.
3. We will develop more of blended learning and virtual mobility with international partners in the context of the Erasmus programme as well as joint online seminars.

Please explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students before, after and during mobility.

Before mobility: We will inform students prior to exchange about the possibilities to engage in the local community, and about the expectations we have when they return home.

During mobility: students are expected to take an active part in the offered activities so to easier get acquainted with the new environment and its community. It can be activities connected with the third mission (practicum, projects, study visits and courses). It can be social projects, study visits, and events, like the Diversity Day, which is an event where everybody can be engaged, and an opportunity to display your home country and university. This is a good way to get to know the diversity of Europe and to understand the European identity. We celebrate the Erasmus Day and students are encouraged to get involved in the Student Union's different activities and sub-groups. Open discussions and seminars are offered on a regular basis together with the municipality, where students engage and interact. We expect all exchange students, incoming and outgoing, to be good representatives, to share information about the home country and home university.

After mobility: Upon returning from a mobility the students will share their experiences from the exchange, ideally reflect on their own and the other country/community and put the experience in a greater social context.

2.2 When participating in Mobility Activities - After mobility

Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition³.

The recognition process at DU is swift and fully automatic. The whole process is described in a policy document (Recognition Ordinance), decided by the Vice-Chancellor, and also in separate instructions aimed at programme coordinators and students. When students apply for an exchange period, they are also considered to have applied for recognition of their studies and, where applicable, for a scholarship. Therefore, **students do not need to submit a separate application to receive recognition for their studies.**

Students who have been admitted to an exchange period in a partner university need to have their courses approved by DU through a signed Learning Agreement (LA), this will reassure full recognition upon return. The student prepares the LA online in Erasmus Dashboard and all parties sign it digitally.

Exchange courses that are to replace Dalarna University courses do not have to correspond exactly when it comes to goals and content. What is important is that the exchange courses fit well into the context of the programme and that students still fulfil the objectives of the programme. By outlining which exchange courses are to replace programme courses, the LA provides students with advanced notification of which credits will be recognized at Dalarna University. The programme coordinator makes the decision to replace programme courses and signs the LA that the student has prepared. In case of course changes during the exchange, a new assessment is done by the programme coordinator.

Upon returning, the student does not have to apply for recognition, just upload the transcript of records on a dedicated webpage – this will generate a file in the diary. The matter is then handled by Student Services administrators. **Provided the student has studied according to the LA, recognition is decided within days, without further delay.**

If the courses do not comply with the LA, a new assessment must be made. The student is still **always guaranteed recognition** provided the courses taken abroad are at university level. We do not take grades into account, only ECTS credits are registered, together with the course name (in the original language where possible). The students' final degree certificate will state the institution where they completed their exchange courses, and the exchange courses will retain their original name on the certificate. All graduated students receive the **Diploma Supplement free of charge.**

The same process applies to blended courses, virtual mobility, and shorter stays. Provided the courses taken abroad are on university level, the credits will be recognised.

Internships are often voluntary, and will therefore not generate academic credits, especially when performed by recent graduates, but the internship is always registered in the student administrative database and will show in the DS, or in a separate certificate.

³ The text of the Council Recommendation on Automatic Mutual Recognition may be found at: [https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01))

Please describe your institution's measures to support, promote and recognise staff mobility:

Staff mobility is highly encouraged and supported as a quality enhancing activity and a means to improve competence among staff. The promotion is preferably performed within each faculty/School, by the academic coordinators responsible for the agreements. Promotion will also take place on the web/ staff pages and in staff meetings on different levels.

Our goal is to integrate teaching missions in a systematic way in the regular academic activities of the respective Schools, in order to enhance teaching quality and to create knowledge networks. Teaching staff should plan the teaching mission well in advance and in close cooperation with the management and the receiving partner university. The planning well in advance is important, since teacher's teaching missions are time consuming. The teaching activities should also be meriting and regarded as part of the teacher's competence development plan.

All staff are encouraged to plan for and integrate staff mobility in their competence development plan at least every second year. We have achieved high interest among staff members through very inspiring and supportive heads of units, demonstrating the importance of higher managements support and engagement for staff mobility.

Administrative and teaching staff can also apply for individual staff mobility, for example in a Staff Week or English language training class. An alternative is team building courses, where the main purpose is group training/ team building and competence enhancing activities in a non-formal environment, combined with language training. We have the ambition to recognise/give merit for international commitments.

Upon returning from a mobility the participants prepare a written report and a short presentation on the outcome of the mobility. The report and presentation are shared with colleagues to further spread awareness and interest for mobility opportunities.

2.3 For the Purposes of Visibility

Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

<https://www.du.se/en/about-du/this-is-dalarna-university/internationalisation/>

and the corresponding webpage in Swedish.

Programme activities will be announced and promoted on a central level via our website and intranet/staff portal, which will be reorganized within two year's from now. The Council for Sustainable Development is working with strategic issues and will promote programme activities and suggest targets for the Schools, these targets will be integrated in the operational cycle for research and education. We communicate information about activities on a regular basis in staff meetings and School conferences, which will reach a wider audience. The activities supported by the programme will also be promoted at faculty level by the academic coordinators, who will disseminate information and participate in the planning of different activities.

Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

First and foremost, the principles are communicated to the higher management which is responsible for the implementation of the principles in the organisation. The DU Council for Sustainable Development gives advice on an overall strategic level and can suggest targets and indicators to the group of people working with the Operational cycle for research and education, something which have an impact on the organisation's planning; where applicable, the principles will be transformed into actions within the action plans. Heads of Schools and of the Organisational support (Student Services, Communication department) are responsible for sharing the principles and for the allocation of resources. The principles will furthermore be published on the DU web and staff pages.